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ABSTRACT

This document is intended as a resource guide for institutional researchers, based on the experience of the Johnson County Community College (Kansas) Institutional Research Office. It includes pragmatic suggestions concerning research design and research problems which are incorporated into discussions of research questions, reporting data, pitfalls in the use of statistics, and the uses of population sampling. Several hypothetical cases are used to illustrate each of the points made in the discussion. Numerous sources of information--general, salary and employment, statistical packages, demographic, Title IX and Civil Rights compliance, and directory-type information--are listed. The need for an adequate, accurate institutional data base concerning students, community, and educational services is explained and sample tabular data are presented to indicate the minimum types of information that should be included in an institution's data base. Ten steps are listed which show how institutional research can help in seeking funds to expand or improve educational services as part of a resource development program. An annotated bibliography of Johnson County Community College research studies concludes the paper. (JDS)

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INSTITUTIONAL RESEARCH: Resources and Suggestions

Presented by:
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at
AIDP Consortium Two Year
College Grantee Workshop
Washington, D.C.
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Some colleges have one or more members of their staff who devote their efforts full-time to "institutional research." Other colleges have one or more staff who spend part of their time on institutional research activities. Still others have no-one specifically designated to carry out institutional research, but research activities may be carried out as needed on an informal basis.

JCCC Staff

At Johnson County Community College, we have a staff of three researchers and a secretary. I serve as director. One member of our staff serves as a Data Specialist. Responsibilities of that position are primarily related to the development and maintenance of the College data base, and coordinating the completion of all state and federal reports together with all incoming questionnaires from external agencies. That data base is a critical factor for any institution. A second member of our staff serves as a Research Evaluation Specialist. That individual is responsible for the design and coordination of all student follow-ups; provides staff with expertise in problem identification, data analysis, synthesis and documentation; and handles specific research projects from the initial planning stage through the writing of the final report. Our secretary has been trained by us to perform some of the duties of a research assistant as well as a secretary. As a result, our secretary assists us by doing such things as telephone interviewing, coding survey data for keypunching, and preparing data summaries from computer printouts in addition to secretarial duties like typing all our reports.

Currently, we also have three students working in our office. One is employed through the work/study program and is currently working primarily on our student follow-up projects. The other two students have been employed

for a teaching-related project under contract with a local business firm. We are trying to use students in situations where they can learn as well as assist us. Our staff benefits since we have direct student contact and the students can be trained to provide a valuable service. The students gain by learning from people actively involved in research in a situation where they have an opportunity to ask questions and make a contribution. We try to hire students whose employment goals can benefit by working part-time in our office.

In the last section of this paper, there is a list of some of the reports which have been completed by our staff during the last few years. For most of the reports, a summary is also provided together with the ERIC number if the document is available through the Educational Resources Information Center.

Available Resources

On pages 8 and 9 is a list of some resources that might be pertinent to your work and/or your institution. The list is not intended to be exhaustive, but rather to indicate some types of sources that you might want to explore.

Data Base

On pages 10 through 13, there are some suggestions regarding a data base for a college. Again the material is not exhaustive but may stimulate thought about the specific needs at your institution.

Role of Institutional Research in Projects such as Seeking Funds

On pages 14 through 17 are some specific ways that institutional research can provide assistance for an individual project or part of an overall resource development plan. Although the ideas are presented in terms of seeking funds, the basic concept can be generalized to apply to almost any situation that might be more pertinent at your institution.

Some Suggestions for Researchers

This workshop was to focus primarily on topics which could result in participant interchange. Thus, the primary emphasis of this presentation will be to give some examples of situations that a researcher might encounter and ask for reactions or comments from you. In each case, the specific situation will be related to a general suggestion that all researchers should keep in mind. These suggestions with examples are presented on pages 4 through 7.

Some of you may be from institutions that do not have staff assigned to conduct institutional research on a full-time basis. If you are from such an institution, you're going to have to discover people on campus who can provide some of the needed skills. All too frequently, educational institutions underrate the capabilities of their staff. Each educational institution should attempt to promote opportunities for staff members to get better acquainted so that they can all discover some of the "hidden talents" on their campus.

SOME SUGGESTIONS FOR RESEARCHERS

1. KNOW WHAT QUESTION YOU ARE TRYING TO ANSWER. If you don't know the question, you won't be likely to find the answer.

   Example: You are approached by a member of the college administration who asks you whether it would be cheaper for the college to lease or purchase vans.

   How would you proceed to answer this question?

2. ESTIMATE YOUR "ANSWER". Failure to understand the problem and being unable to distinguish unreasonable results can lead to the publication of information which is obviously erroneous.

   Example: The population for a given state and for each county within that state was projected by five-year increments from 1975 - 2000. The names of the counties and state have been changed, but the data were published before the error was found.

	1975	1980	2000
State of Chaos	2,460,597	2,570,878	3,056,488
Misery County	460,203	675,808	3,316,674

   What do you think was the basic source for the error?

3. CHECK DATA IN REPORTS SEVERAL TIMES BEFORE PRINTING. One mandatory check that should always be made is to read the report and printed data for meaning so that any inconsistencies can be discovered within the report. Have at least one person other than the writer read the report.

   Example: The population for a given county was projected by ten year increments from 1980 to 2000. The name has been changed, but the data were published and widely disseminated.

	1980	1990	2000
Misery County (Total)	351,546	360,809	358,517
Misery County (Ages 15-54)	201,150	321,436	487,035

   What types of checks should be made before a research report is released for printing?

4. UNDERSTAND PERCENTAGES. Percentages are frequently misunderstood for a variety of reasons.

Example 1: You read in a report prepared by a consulting agency that the population in your area will increase by 130% during the next ten years. What additional information do you need for a meaningful interpretation of the projected increase?

Example 2: At your college, you discover that the amount of money to be spent in the fine arts division will increase from 3 percent of the current college budget to 5 percent of next year's budget. What additional information do you need before you form an opinion?

Example 3: You've been interviewed by the local press concerning enrollment at your college. Someone in the community reads the article, stops by your office and wants to know how the college can have "a significant increase in the percentage of women enrolled at the college" when the total enrollment has declined for the last five years.

5. DON'T LET "STATISTICS" CLOUD THE ISSUE. Frequently, researchers allow the use of measures of central tendency and sophisticated statistical techniques to become more important than the problem. When dealing with people and social issues, people's lives can be directly or indirectly affected.

Example 1: A college is located in a geographic area with a known high mean family income. A faculty member serving in an advisory capacity to a local social service agency comes by to see you. The faculty person and agency members are aware of a "large" number of low income families. Yet, the mean income continues to be an obstacle in demonstrating to others that there are people in financial need. What suggestions can you offer?

Example 2: An energetic faculty member at your institution proposes a new teaching methodology for a course that has been taught for more than ten years. Approval is obtained to teach the course using the current method and the proposed method. You help develop the research design to test the hypothesis that the new method is superior to the old method. (The administration has indicated that the new method cannot be used in the future unless the faculty member can demonstrate that the new method is a significant improvement over the current method.) Students were assigned randomly to classes. The criterion selected was the final examination score. You compare (using the t-test for independent samples) the mean score obtained by the students who were taught by the current method to the mean score obtained by the students taught by the new method. You find that there is no significance at 0.05 level between the two means. However, the mean for the

group taught by the new method is significantly higher when the 0.10 level is used.

What do you do?

6. REMEMBER ASSUMPTIONS AND CHARACTERISTICS OF LINEAR REGRESSION (and Pearson Product-Moment Correlation).

Example 1: Health related career programs require a small student/instructor ratio. The cost per student can also increase markedly if admitted students do not complete the program because students cannot readily enter these programs after one or two semesters. Thus, student withdrawals result in an even smaller student/instructor ratio. Not only must students complete the program, but they must successfully pass their respective Board examinations to be licensed. Students who graduate but do not become licensed also add to the costs associated with each student who is a qualified practitioner. Thus, student selection becomes very important.

You are requested to identify variables for your institution that might be examined to determine whether they had any predictive validity with respect to completion of the nursing program and/or passing the required licensing exams. You are considering the ACT tests as some of your variables. However, someone on the faculty sends you an article (with an extensive bibliography) which concludes that the ACT tests are not predictive of success in medical school.

Should you decide to delete the ACT tests as variables?

Example 2: A teacher comes to you with the following problem. As an incentive to some of the students who were having trouble at the conclusion of the first month, an objective test was given at that time and the same test was given at the conclusion of the semester. Students' grades for the course were to be based on the amount of improvement. However, the teacher is concerned since some of the best students in the class made little or no improvement and a few actually did more poorly on the second testing.

Can you provide some insights into the dilemma?

Example 3: A friend of yours discovers that everyone born in 1862 who ate eggplant is either dead or bald. In addition, 85 percent of those who ate eggplant regularly in 1901 are also dead or bald. The person concludes that eggplant eaters have a high likelihood of dying or becoming bald. Your friend thinks highly of your understanding of statistics.

How do you explain the fallacy in reasoning?

7. KNOW WHY AND HOW TO DO RANDOM SAMPLING. Most populations from which you may be requested to obtain information will be too large to obtain data economically and with minimum errors from the entire population.

Example 1: You are asked to conduct a survey of the residents in your geographic area. The requestor would like to consider a mail survey and an in-home interview and would like to have you define the procedures before the decision is made.

How do you select a sample?

Example 2: For several years, there has been talk about starting a commercial art program. However, national data indicates that employment opportunities will be somewhat limited for the next ten years. Some of the faculty are convinced that well trained commercial artists can find jobs locally. They also feel that there are many jobs for commercial artists that are not immediately identifiable. The faculty requests your assistance to help them assess and document the local employment situation. They also volunteer to do whatever you think they need to do--even if the work is time-consuming.

How can you help them?

Example 3: You apply for a grant (and obtain it) to assess the knowledge that college freshmen have concerning world history. You request each college in your state to administer a designated test on world history to eight percent of their freshmen. You tell them that if they have trouble getting a sample, they might contact the history instructors to see if they would cooperate and give the test to some of their classes.

What will be the meaningfulness of the data you collect (and the problems you will encounter)?

SOME AVAILABLE RESOURCES

General Information

1. Federal Register - provides information on pertinent and current legislation (e.g., grants available, compliance legislation).

2. ERIC (Educational Resources Information Center) Document reproductions available individually or as microfische subscription service.

   Document Reproduction Service, Arlington, Virginia
   Clearinghouse for Junior Colleges (UCLA)
   Clearinghouse on Educational Management (University of Oregon)
   Clearinghouse on Higher Education (The George Washington University, Washington, D.C.) prepares "Research Currents" available through the Publications Department, American Association for Higher Education, Washington, D.C.

3. Association for Institutional Research - At the annual meeting, members display research documents completed during the last year.

4. College and University Bulletin, American Association of Higher Education.

5. Ford Foundation Newsletter, 320 East 43rd Street, New York, N. Y. 10017

6. Cooperative Institutional Research Program, American Council on Education, U.C.L.A..

   The American Freshman: National Norms (published yearly)

7. Educational Testing Service, Princeton, New Jersey
   ETS Development (a newsletter)
   College Entrance Examination Board of New York
   The College Board News (a newsletter)

8. Carnegie Quarterly, Carnegie Corporation of New York, 437 Madison Ave., New York, N. Y. 10022

9. Psychological Corporation Test Service Bulletins (e.g., #40 The Three-Legged Coefficient), 304 East 45th Street, New York, New York 10017

Salary and Employment Information

1. College and University Personnel Association
   Research Reports (e.g., Administration Compensation Survey), Washington D.C.

2. Bureau of Labor Statistics, U. S. Department of Labor

   Consumer Price Index
   Employment News
   Metropolitan Area Wage Surveys

3. Seven Ways to Compute Percentage Increase in the Cost of Living and Ten Ways to Compute Cost of Living Pay Increases, by Robert M. L. Lindquist, 7912 Northeast Sixth Street, Minneapolis, Minnesota 55432

Statistical Packages

1. Statistical Package for the Social Sciences by Nie, Hull, Jenkins, Steinbrenner and Bent, McGraw-Hill, 1975

2. Biomedical Computer Programs edited by Dixon, University of California, 1975

3. National Center for Higher Education Management Systems, Western Interstate Commission for Higher Education, Boulder, Colorado

Demographic Information

1. Bureau of the Census, U. S. Department of Commerce

2. State Vital Statistics

3. County Vital Statistics

4. Metropolitan Planning Regional Councils

Title IX and Civil Rights Compliance

1. Equal Opportunity in Higher Education (Bi-Weekly Newsletter) published by Education News Services, Division of Capitol Publication, Washington, D.C.

2. January 1977 issue of Research Currents published by ERIC/Higher Education Clearinghouse

3. U. S. Civil Service Commission (Regional Training Centers) - provides information, educational aids and training pertinent to compliance requirements

Directories

1. Contacts Influential - area firms are listed together with type of business, firm size, company contacts

2. Polk Directories - individuals are listed by name, address and place of employment

3. Telephone Directories prepared for specific areas. They may or may not be published by the telephone company.

THE DATA BASE

A data base is critical for any institution seeking funds. However, every college should have a sound data base even if it doesn't plan to make any formal application for funds. The reason is that educational institutions exist to serve "students" (credit hour and non-credit hour students plus members of the community served by the college) and educational services are the "product" of the institution. No successful business would attempt to sell a product to a customer without 1) knowing something about the consumer to whom they were going to try sell their product and 2) a complete understanding of what their product could do for the benefit of the consumer. Those educational institutions that flourish will be continually seeking answers to the following questions concerning their students whom they exist to serve:

- Who are the current students?
- Who could be students but are not?
- Who will be the future students?
- Who <u>should</u> be the future students?

An institution should also be asking the following questions concerning their product - educational services:

- What are the current educational services and how successful are they?
- What changes would be needed to meet the needs of those who could be served, but currently are not?
- What educational services will be needed for future students?

These questions are not all easy to answer. Each one of them requires data. Without accurate data, any attempt to answer the questions will be a waste of time and energy. The detailed data may be located in a variety of sources - some on campus and some off campus. However, it is important that an individual be responsible for the accuracy and continuity of the data as they are developed on campus. The basic data should be available in one location to make access easier and also to maintain consistency in reporting

data. Consistency is vital so that meaningful comparisons can be made from year to year and to help prevent erroneous data comparisons that could result in erroneous conclusions.

Incorporated into the data base should be the following:

1. Relevant historic and current facts together with projections concerning:
   a. the college and the students (e.g., enrollment for fall, spring and summer according to headcount, full-time equivalent, full-time versus part-time students, male/female ratio, age distribution, geographic origin of students ; organization and staffing of the college together with the educational background and expertise of instructional and administrative staff; and fiscal resources - amounts and source)
   b. the community being served by the college and/or the community which should be served by the college (e.g., population by age distribution, social and economic characteristics, manpower needs). State and national census data are sources which should not be overlooked.
2. Results of research studies which indicate:
   a. how successful the college has been in meeting student needs
   b. how successful the college has been in meeting community needs
   c. what will be the future community and student needs.

A sample of some basic enrollment data is presented on page 12, while a sample of some population data about the community is given on page 13. The changes occurring over a five or six year period are facts of which an educational institution should be aware so that they can "act" rather than "react."

SAMPLE BASIC ENROLLMENT DATA

Note the changing percentages of part-time students and women students.

	Fall 1970	Fall 1971	Fall 1972	Fall 1973	Fall 1974	Fall 1975
Total number of students	2335	3150	3611	4107	4479	5253
Number of "full-time" students*	1414	1672	1734	1878	1923	2148
Number of "part-time" students	921	1478	1877	2229	2556	3105
Percent of "full-time" students	61%	53%	48%	46%	43%	41%
Percent of "part-time" students	39%	47%	52%	54%	57%	59%
Full-time equivalent enrollment	1732	213.	2364	2643	2785	3176
Range of student age (in years)	17 to 80	16 to 67	16 to 72	15 to 80	15 to 75	14 to 75
Percent male	62%	58%	56%	55%	51%	50%
Percent female	38%	42%	44%	45%	49%	50%
Percent with outside employment	72%	61%	67%	72%	72%	72%
Percent veterans	10%	11%	11%	13%	13%	15%
Number of out-of-district students	41	67	111	140	145	253
Number of out-of-state students	24	32	92	140	60	120
Number of foreign students	11	11	10	12	11	13

*A "full-time" student carries a load of 12 credit hours or more. However, one full-time equivalent (FTE) student load is 15 credit hours.

SAMPLE COUNTY POPULATION DATA

Note the changes from 1970-1976 in the age groups 6-12, 19-29 and 66-74. These can influence future enrollment patterns and curriculum needs.

Age Group	Federal Census 1970	County Census 1973	1974	1975	1976
0 - 3	15,113	14,684	13,997	13,224	12,799
4	4,212	3,888	4,245	4,240	3,862
5	4,476	3,941	3,936	4,250	4,443
6 -12	35,159	33,476	32,024	30,853	30,369
13-17	23,593	24,891	25,075	25,301	25,201
18	3,298	4,695	4,599	4,697	5,034
19-29	32,801	42,298	43,690	45,753	47,832
30-44	43,809	44,703	45,696	46,663	47,922
45-61	38,299	39,878	40,529	41,246	42,147
62	1,382	1,426	1,401	1,497	1,628
63-64	2,765	2,464	2,529	2,727	2,812
65	920	1,138	1,206	1,118	1,352
66-74	7,143	7,410	8,188	8,441	8,427
75+	4,692	4,974	5,220	4,861	6,408
Over 21**	---	6,348	6,890	6,910	3,717
Total	217,662*	236,214	239,225	241,781	243,953
Births	3,711	3,104	3,148	3,154	
Deaths	1,100	1,264	1,237	1,264	
Net Migration	1,706	1,171	645	282	
Median Age	27	27	28	28	
% People over 65	6%	6%	6%	6%	

By the year 2000, the median age will be 36 and 11 percent of the population will be over 65.

*Age breakdown not available for county. Assessor's office reported total of 220,885. The 217,662 appears in the Federal Census data.

**These individuals did not give their exact age.

SEEKING FUNDS TO EXPAND OR IMPROVE EDUCATIONAL SERVICES
(How Institutional Research Can Assist)

Most projects of any kind require several stages and a resource development plan is no exception. Depending upon the scope of a resource development plan, the following steps (not necessarily always in the given order) could be included:

1. Determining from whom money is to be requested
2. Relating their parameters to your institution
3. Knowing why you need or want money
4. Outlining or defining a plan
5. "Selling" the plan to other college staff and/or community
6. Planning the project
7. Documenting the need and "selling" the final detailed plan
8. Implementing the project
9. Evaluating the project
10. Incorporating the results of the project into future projects or decision making activities

An overall resource development program will be a project itself but will also include many separate projects which will comprise the total program.

Institutional research can provide assistance at each of these ten steps whether it be an individual project or part of the overall resource development program. The amount of assistance at each of the above ten stages will not be uniform and will be dependent upon the size of the research staff and the specific strengths of its members.

1. Determining from whom money is to be requested. Information which comes across the desk of an institutional research staff member may include references to money which could be sought. The staff may even be subscribing already to materials which regularly list available grant monies. So if asked, they might have ideas of sources. On the other hand, they might also have some idea as to what effort would be required by the staff to seek particular funds.

2. Relating their parameters to your institution. The information in the data base is an important factor here. In addition, maybe the deadline has passed or maybe that foundation is currently only funding nursing programs. The institutional researcher may be able to couple data based realism about your institution to the parameters of the funding agency.

3. Knowing why you need or want money. Frequently, it's easy to "feel" that money is needed, but that is not specific enough. Again, the data base is critical and a few pertinent accurate facts might be all that is needed to help justify the need.

4. Outlining or defining a plan. Frequently the delineation of a project's scope is a major problem. A project may sound great in theory, but it must also be feasible. Further, there must be some evidence that there is need for the requested money and/or program. Existing data and studies may provide some insights into the project before the final definition of the project's scope. Frequently, also, the individuals who define a project may fail to provide sufficient detail and the interpretation by someone else at a later date may be entirely different. If nothing else, let a member of the research staff read the outline of a project to see if they note anything dramatically in error or in need of greater specification.

5. "Selling" the plan to other college staff and/or community. All too frequently, this role is not assumed by researchers. However, "selling" the product requires salesmanship and facts, not only salesmanship. Members of a college research staff may be able to organize facts which others do not know exist and they may also be able to answer more specific questions, and deal with more specific details. In addition, the research staff members may be informally serving as a liason between staff in a variety of positions so they may be aware of a project someone else is working on which could be useful for your project.

6. Planning the project. This stage requires a complete understanding of stage four. Once the project is defined and the end goal understood, the planning portion becomes a technical and coordination process. The timing to complete all aspects must be planned. The specific means for implementing the project must also be planned. Again, members of the research staff should be able to provide methodological expertise. They may also understand how long a project can be expected to take. It is all too easy to fail to understand how long the mechanics of a project take.

7. Documenting the need and "selling" the final detailed plan. Some of the major contributions here will again be from a sound data base. The research staff may further assist by combining several data sources into an imaginative analysis. Resource development requires the "selling" of a college and/or the "selling" of a program. A project may fail to be "sold" for want of a minor piece of data or the misinterpretation of data due to a lack of understanding of the data. A previous project well done can also be used to illustrate the capabilities of the college.

8. Implementing the project. Depending upon the project, the participation of the research staff could range from no involvement to total involvement. They should, however, be aware of the project. Frequently, members of the community or other staff members call research staff for information or assistance. Research staff awareness of all projects is important if for no other reason than being well informed can prevent rumors and present a "good" image of the college to the community.

9. Evaluating the project. The contribution of the research staff could range from a minimal consultant type activity to complete responsibility for the total evaluation and final report. Their involvement would be a function of the size of the research staff, the specific project and the number of projects at any one time.

10. Incorporating the results of the project into future projects or decision making activities. Here, one role of the research staff would be to make the pertinent results a part of the data base. Another role would be to identify results which could be incorporated into new projects or used as an information source for decision making activities.

SELECTED JCCC RESEARCH STUDIES

The ERIC number is given for those documents available through ERIC.*

Educational Needs Survey of Johnson County, Kansas, 1969; May 1969

This study completed before the opening of the college, had two purposes: 1) to determine the needs and aspirations of the potential students of the College and 2) to determine the immediate and projected manpower needs of the industry, business and professional segment of Johnson County. The report provided realistic and detailed inputs into the curriculum and facilities planning efforts of the College staff.

Aviation Guidelines; 1971

These aviation guidelines were developed in partial response to the needs identified in an initial survey conducted by Johnson County Community College. The guidelines were designed to meet two fundamental needs: the need for insight, perspective, and basic understandings and the need for realistic, detailed program information. It pertains to the following program areas: Flight, Aviation Technology, Air Traffic Control, Aviation Administration, and Flight Service.

Planning and Development of Vocational Education and Services for the Hearing Impaired; July 1971 and several subsequent reports

A survey of the Kansas hearing impaired showed that they are inadequately prepared for the world of work and training opportunities are extremely limited. In a second survey, employers expressed the belief that vocational training would be of benefit to the hearing impaired. Upon completion of the feasibility study, the first hearing impaired students enrolled during the spring of 1972.

Student Attitude Toward the Audio-Visual-Tutorial Instructional Method; June 1972

At the request of Business and Science Division staff members, a study was initiated to assess JCCC student attitudes towards the AVT method of instruction in six classes. Three questionnaires were developed. Estimates of reliability ranged from .83 to .94. The findings of the report were used as a basis for six recommendations which were carried out by the instructional staff.

Number of Johnson County High School Graduates Attending JCCC 1972-73; August 1973 and updated yearly

The impact of a community college upon a community is illustrated via high school graduation information for students attending a county community college. For each high school in the county, the number and percentage of high school graduates attending JCCC are shown.

Follow-up Studies of JCCC Students, 1972-73; August 1973

The overall study consisted of five components: 1) Student Attitude and Value Study, 2) The General Class Profile, 3) The Career Student Follow-up, 4) Student Alienation Study and 5) Project "Quick Step" Enrollment Study. Students surveyed were at JCCC during the fall

*Educational Resources Information Center

semester of 1969 and 1971. Students surveyed in the Quick Step study were high school seniors simultaneously enrolled at JCCC during the spring semester of 1973.

Student Services Questionnaire; Fall 1973

The four components of the study were concerned with 1) student characteristics (e.g., career goals, number of hours working), 2) student opinion and useage of counseling services (e.g., types of assistance received from counselors), 3) student opinions of registration and other services and 4) student preference for additional course offerings.

Instructional Institutional Competitiveness Study, 1974-75; January 1975 and updated yearly

The fifth yearly study of the JCCC salary structure for instructional staff utilizes a procedure for comparing unscheduled instructional salaries with equivalent earnings on a local and regional basis. Summaries are included of supplementary information pertaining to leaves, work loads, summer school load and payment, part-time instructors, cost of living adjustments and fringe benefits.

1973 Career Student Follow-up: Initial Placement; January 1974
Three 1974 JCCC Career Student Follow-ups (ED 110 142); May 1975
1975 Career Student Follow-up: Initial Placement; April 1976 (ED 126 999)

Graduates and non-graduates with marketable skills were interviewed by telephone. Each student had been enrolled in one of the following eight career programs: secretarial skills, marketing and management, law enforcement, nursing, electronics, drafting, fashion merchandising, or data processing. The study included also some of the enrollees in the hearing impaired program. Information obtained included current job status, salary and opinions of their preparation for employment in their career program area. The April 1976 report also includes information on the dental hygiene career program and two in-service programs (basic police training and emergency medical technology).

Evaluation of College Learning Center Instruction in Six Subject Areas; January 1974
Evaluation of College Learning Center Instruction (ED 110 141); Spring 1975

The College Learning Center was created to provide individualized instruction to meet the varied needs of students. The purpose of the study was to determine whether the individualized instruction resulted in the improvement of specific learning skills. Descriptions of programs in spelling, vocabulary, English, mathematics, reading comprehension and reading rate are provided together with a description of the pretests and posttests. The results of the analyses of the pretest--posttest change have consistently indicated significant improvement in all six instructional areas.

Skills, Education and Experience for Clerical Staff: A Survey of Southern Metropolitan Kansas City Area Employers (ED 099 065); April 1974

Secretaries are currently very much in demand in the Kansas City area. Students leaving the program prior to graduation but with marketable skills were finding employment in secretarial fields. The question was raised as to whether employers wanted and were willing to pay for office staff with the skills of a Certified Professional Secretary. Opinions were obtained from employers of clerical staff as to what skills, education and experience were necessary or desirable for positions of clerk/receptionist, clerk/stenographer, secretary and administrative assistant. Under the direction of the research staff, students in the Secretarial Field Study class were trained in the basic methodology for conducting surveys. These students then conducted

personal interviews to collect the needed data. They also compiled the data under the direction of the research staff. The completed report did result in the development of a one year secretarial program.

Five JCCC Institutional Studies, 1973-74 (ED 099 070); September 1974

1. Community Satisfaction with JCCC Programs and Services
2. Continuing Education Student Profile
3. JCCC Student Success at Four-Year Transfer Institutions
4. Follow-up of Students Attending JCCC during Fall 1970
5. Library User Opinion of JCCC Library

Identification of Employers in Metropolitan Kansas City Who Hire Commercial Artists: January 1975

Employer Perceptions of Important Skills, Knowledge and Attitudes for Commercial Artists in Metropolitan Kansas City; December 1975 (ED 116 726)

The research staff provided assistance to members of the commercial art teaching staff in conducting a survey of Metropolitan Kansas City to identify non-obvious potential employers of commercial artists. A second phase study has involved the identification of skills, knowledge and attitudes which employers perceive as necessary to secure employment as a commercial artist. This latter phase has also involved identification of on-the-job training sites.

Community Response to Direct Mail from a Community College including an evaluation of a credit card plan; January 1976 (ED 121 384)

This report consisted of three major sections. One concerned the effect of direct mail and other means of advertising the continuing education/community service activities. A second was an analysis of the use of registration forms from various promotional materials as well as community opinion and utilization of the mailed bulletin. The third was an evaluation of a trial credit card plan for payment of tuition and/or course fees in continuing education/community service activities.

Credit Hour Enrollment, (by residency, sex for each career program and full-time/part-time students in addition to summaries for all career programs and total credit hour enrollment); Fall, 1975

Demographic Study of Johnson County, Kansas; October 1972

The demographic planning model was designed to predict population characteristics within the County taking into account possible future social, economic and political factors which could affect migration patterns as well as birth and death rates. A special capability afforded by the planning tool is its ability to analyze the scope of unpredictable trends.

Demographic Planning Workshop (ED 088 531); October 1973

In March 1972, Johnson County Community College initiated the development of a computerized demographic planning tool. Terminology and data analysis techniques are presented by using a fictitious county. Data are presented for five different subareas within the county. Samples of applications are included in the appendices. Included also are major elements of a community needs survey, a sample proposal, a sample study for hospital planners, sample study for church planners, and a section on historic and projected population data for Johnson County.

Village Presbyterian Church Membership Projections; October 1974

A large church with almost 5000 members was concerned with the future membership size and age distribution. Using an existing computerized model for population projections, membership projections by age were developed through the year 2000. The membership projections by age were also developed for each of 28 geographic areas with current members of the church.

A Computer Model for Demographic Projections in Educational Planning (ED 101 786) November 1974

The postsecondary enrollment dilemma and a positive approach to dealing with the problem is illustrated by examining the situation at Johnson County Community College. The capability for long-range population projections was begun in 1971. It is possible for the JCCC planner to make detailed enrollment studies of feeder neighborhoods within the college's service area. Another of the model's useful features is its ability to provide for parametric analysis.

Declining Enrollments & Why? What are the Trends and Implications; September 1975 (ED 116 728)

Metropolitan Kansas City Food Products Survey; Spring, Summer and Fall 1975, Fall 1976.

A three phase Metropolitan Kansas City Food Products Survey began March 1975 as an instructional market research teaching device. Residents within the Kansas City Standard Metropolitan Statistical Area were surveyed about their food buying habits. The majority of the questions requested the brand names for 72 specified food products on hand. The Kansas City Star newspaper sponsored the project. Four hundred completed questionnaires were required for each of the three phases. Seven instructors and twenty-one students participated in a variety of ways, and were involved either directly or indirectly. Some conducted home interviews. Others did such things as sample selection, mailing, coding, keypunching, typing of final report, art work for the questionnaire and computer program development. A two phase up-date began September 1976.

Nursing and Dental Hygiene Selection Procedures. Part I: The Structural Interview as a Tool for Selecting Students into an Associate of Arts Degree Program (ED 116 727). Part II: An Examination of Academic Variables as Predictors of Success (ED 121 381); March 1976

Evaluation of Television Offerings, Fall 1975. March 1976 (ED 121 385)

Two commercially developed television courses, The Ascent of Man and Classic Theatre, were shown locally during the fall of 1975. JCCC granted three hours of credit to students who successfully completed a course. This report summarizes the opinions of students who returned a questionnaire concerning the specific course in which they were enrolled.

Part-Time Instructor Survey, April 1976 (ED 127 000)

As enrollment has increased, so has the number of part-time instructional staff. This study was conducted to collect demographic data about these instructors and to request their opinions on a few selected topics concerning their employment at JCCC and elsewhere.

The Mathematician's Role in Educational Planning (American Mathematical Monthly, February 1976, p. 131-2)

Employer Manpower Needs and Job Entry Requirements for Biomedical Equipment Technicians; June 1976 (ED 126 998)

This survey, primarily of metropolitan Kansas City, was designed to assess local manpower needs, obtain employer perceptions of the skills needed to secure employment in the field and to identify possible on-the-job training sites for students.

Population Growth Patterns for Johnson County, Kansas; July 1976

The number of county agencies which need county demographic data has continued to increase. This booklet summarizes the data requested most frequently and includes population data, birth and death data as well as net migration data for various areas within the county.

A Student Evaluation of Counseling and Library Service, Student Activities and College Publications (including student preferences for alternative class schedules); August 1976 (ED 126 997)

Students were surveyed during March 1976 and asked to provide demographic information as well as opinions on student services and selected aspects of instruction so that the effectiveness of the services could be examined for various segments of the student population.

Qualifications & Responsibilities for Nursing Instructors in Associate of Arts Degree Programs; Spring 1976 (ED 126 963)

CEEB Campus to Prospective Student Programs; Spring 1975 (ED 108 723)

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